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Education

Ontario



Ministry
of
Education

Ministry of
Colleges and
Universities

Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister

Ontario-Ottawa sign agreement on French

The Minister of Education and of Colleges and Universities of Ontario, Bette Stephenson, and the former Secretary of State of Canada, Serge Joyal, signed a three-year agreement for French-language education and French second official-language instruction.

Over the three years of the Agreement, 1983-84 to 1985-86, Canada will contribute more than \$137 million towards the costs incurred by Ontario in providing opportunities for the members of its French-language community to be educated in their own language and for members of its English-language community to learn French as a second official language. In 1982-83, close to 94,000 students were enrolled in French first-language programs in Ontario, and 896,225 students in French second-language programs, including almost 58,000 students in French immersion programs.

In 1983-84, the first year of the Agreement, Canada's contributions to Ontario total \$45.2 million, an increase of \$1 million over 1982-83. These funds have helped Ontario's Ministry of Education and Ministry of Colleges and Universities to finance their additional expenditures in these programs, which they have identified as approximately \$139.6 million in 1983-84.

Under the terms of the Agreement, support is provided under four broad program expenditure categories:

Infrastructure Support

Support for ongoing activities and programs funded by Ontario, such as the additional grants it makes to school boards with French-language instructional units at the elementary and secondary levels and, at the postsecondary level, the additional grants to designated colleges providing services in French and bilingualism grants to universities. The province also makes additional grants to school boards to encourage increased French second-language programs in the elementary and secondary schools, and incurs indirect costs in providing services in support of French-language education and French second-language instruction.

Program Expansion and Development

Support for activities relating to the expansion of existing programs and the design, development and implementation of new ones. Examples of such initiatives which Ontario has undertaken and for which Canada is providing support are: French-language educational programming on TV Ontario; the development of learning materials, including computer-assisted learning materials, for both French-language

educational programs and French second-language instruction; and the development of new French-language courses in Ontario's colleges and universities.

Teacher Training and Development

Teachers in French-language education programmes and teachers of French as a second language received bursaries to take courses to improve their teaching and/or language skills: 2,446 teachers in French-language education programmes and 988 teachers of

French as a second language were awarded financial assistance in 1983-84.

Student Support

English- and French-language postsecondary students taking 80% or more of their studies in French received bursaries up to a maximum of \$2,000 each to assist them in meeting the costs of such studies: 394 bursaries were awarded to French-language students and 169 to English-language students studying in French in 1983-84.

Native language program to be introduced

Native students will be able to study their own language.

A Native as a Second Language Program will be implemented in the schools by September of 1986.

The new policy will legitimize the status and function of Native languages within the school system and incorporate the teaching of Native language into the regular school day at the elementary school level. Native language courses for credit will also be established at the secondary school level.

For some time the Native people have been concerned that their young people can no longer speak or understand their mother tongue and requested that schools attended by their children offer Native languages as a subject of instruction.

As part of the program the Ministry will prepare a new curriculum guideline for the teaching of Native languages, increase the number of qualified Native language instructors and offer additional grants to school boards that provide Native language instructional programs.



Education Minister Dr. Bette Stephenson greets the delegation from the Ministry of Education and Youth Affairs of the Sultanate of Oman. From Left: Saud Bin Ibrahim Al-Busaidi, Director General, Foreign Relations; Saeed Bin Mohammed Bin Sultan, Director, Minister's Office; His Excellency Yahya Mahfoudh Al-Manthri, Minister of Education and Youth Affairs, The Sultanate of Oman; Education Minister, Dr. Bette Stephenson; Salem Bin Nasser Al-Maskari, General Supervisor of Management and Financial Affairs, Sultan Qaboos University Project; and Mohamed Bin Omar Aided, First Secretary and Cultural Attache, Embassy of Oman, Washington, United States of America. Members of the delegation toured several of Ontario's educational institutions during their recent five-day visit.

Special capital program provides 45.35 million for seven universities

Seven Ontario universities will receive a total of \$45.35 million under a multi-year Special Capital Program.

It is estimated that the program will create 1,000 jobs over the next four years. The projects, co-funded by the Board of Industrial Leadership and Development (BILD) and the universities, will stimulate research and scientific activities in Ontario.

Under the program:

- Carleton University will receive \$1.2 million for an addition to its School of Computer Science. In addition, BILD will provide \$649,000 this year towards the completion of renovations to the MacOdrum Library

started in 1983/84.

- The University of Western Ontario will receive \$1.6 million for alterations to the Engineering and Mathematical Sciences Building and the Natural Science Centre.
- Further to an earlier announcement on April 13, 1984, the University of Waterloo will receive \$31.1 million for the alteration and construction of facilities for the Institute of Computer Research.
- Lakehead University will receive \$1.8 million for the conversion of facilities to accommodate Lakehead's School of Engineering. In addition, BILD will provide \$412,000 for 1984/85

towards the completion of the construction of a structures laboratory.

- York University will receive \$3.5 million to build an addition to the Farquharson Life Sciences Building to provide space for the Ecology Group and other academic units.
- The University of Ottawa will receive \$3.85 million for alterations and replacement of buildings affected by road realignment on campus.
- Queen's University will receive \$2.3 million for the construction of a high technology teaching and research complex that brings together the Department of Computing and Information Science.

Gerry Wright to chair Continuing Ed. Review

Gerry Wright, Skills Development Division, has been appointed Chairman of the Ministry of Education/Ministry of Colleges and Universities Continuing Education Review. The Review will address policy directions, organizational and funding options and recommendations for the development of continuing education in Ontario. Other members of the inter-ministerial task group for the Review are as follows:

- Alan Kingstone
- Laurier Bradley
- Don Bethune
- Joan St. Rose Haynes
- Michael Seary

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Parent volunteers staff school writing room

Creative use of student writing folders in schools of the Hamilton Board of Education has spawned the creation of the school writing room, staffed by parent volunteers.

Gwen Mowbray, the board's English supervisor, was pleasantly surprised by the media attention generated by innovative use of the writing folder at Elizabeth Bagshaw Public School.

Inspired by Mowbray's dedication to the concept of the writing folder, English consultant Janet White and Barbara Jepson, a Grade 5 teacher at Bagshaw, established a writing room at that school.

The writing room became an instant success, operating 40 periods a week, serving about 450 junior division students who spend a period a week in the writing room. Two parent volunteers in the morning, and two more in the afternoon, serve as writing coaches and supervisors of students in the writing room. The parents give one-to-one attention, as they look through each student's bright red writing folder.

While parent volunteers encourage the junior writers through the various stages and tables of the writing room, teacher Barbara Jepson, who bears the teaching responsibility for the room, attends to her Grade 5 class elsewhere in the school. But she finds time to drop in frequently.

During the 1984 pilot term of the new writing room, 13 teachers out of Bagshaw's 60-plus staff decided to send their students into the program. Each of the 13 prepares the students for the writing room experience, and follows up that exposure with constant awareness of *Language Across the Curriculum*, emphasizing the importance of language teaching throughout the student's school day.

"The results have been joyful," said supervisor Mowbray. "Everyone has gained — students, parents and teachers — as a result of the writing room."

The writing process of the

writing room is a "precursor to the use of word processors," she explained. The junior writing folder is structured with five pockets entitled *Irresistible Ideas*, *Under Construction*, *Almost There*, *Finished and Fabulous*, and *For My Eyes Only*. For all of these stages, there is a corresponding resource area in the writing room.

"The writing room emphasizes writing as a process, with the student at the centre of the process," she noted. "Ideas for student writing come from personal experience more often than from teacher-directed topics. No longer do students write just for the teacher. They write for a variety of purposes, a variety of audiences, and in a variety of forms."

Mowbray added that writing becomes thinking, exploring ideas on paper. The process helps to deepen sensitivity, provides new insights, and allows students to probe their inner selves as thinking and feeling beings.

"With this new emphasis on the writing process, students develop an entirely different attitude towards the teacher who helps and supports them as they experiment with ideas and sentence constructions. The teacher emerges as a coach, one who is interested first in what students have to say, and secondly in how they try to say it."

After realizing that "coaching is the best teaching in a writing program," the Bagshaw teachers felt that parent volunteers could serve as coaching assistants in the writing room.

"That idea has paid off for parents, teachers and students," Mowbray said. Parent volunteers expressed great satisfaction in the writing room setting; Bagshaw teachers have developed an enthusiasm for the room; and the students can't wait to go into it."

Above all, the writing room is successful because it expresses the true role of the teacher in the teaching of writing.

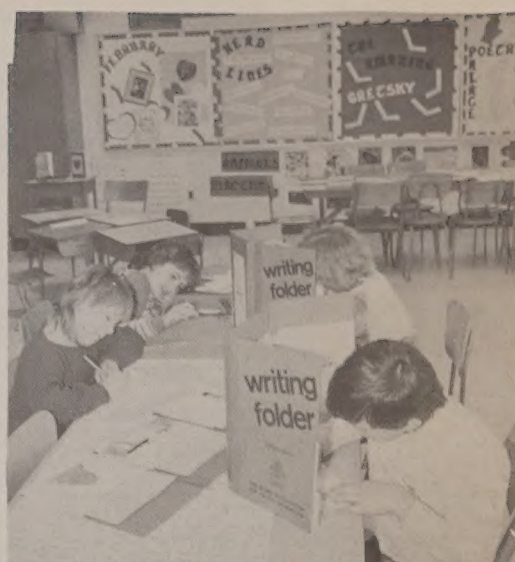
"Traditionally, teachers believed that teaching required

assigning topics, having students write and check their work for spelling and grammar errors, collecting the assignments, evaluating them by assigning a numerical mark or grading, and commenting on the errors in red pencil on the paper," Mowbray stated.

"There is little wonder that writing was viewed by many students as a chore, an exercise to be feared, since the teacher seemed all-knowing, and passed or failed them according to some pre-ordained correct design known only to the teacher. Fortunately, all that has changed."

As a result of the initial success, a new expanded writing room is set to open this fall at Bagshaw, in the former science laboratory of a secondary school building.

To explain the sudden success of the writing room, Mowbray points to "encouragement and support from all levels of the school board," citing the interest



expressed by Education Director Arnold Krever, Curriculum Superintendent Clare McKague, Superintendent Lorne McLachlan, and Bagshaw principal Charles Forbeck.

Six person commission to study school finance

A six-person 'commission has been appointed on the financing of elementary and secondary education in Ontario.

Chairing the commission will be H. Ian Macdonald, the former president of York University.

The other commissioners are:

G. Rodger Allan, former Chief Executive Officer of the Education Relations Commission; Bruce Bone, Vice President and Associate Treasurer, Noranda Mines Ltd.;

Mrs. Tréva Cousineau of Timmins, past president of both the French language trustees' association and the Ontario Separate School Trustees' Association;

Dr. Joseph W. Fyfe a Sudbury doctor and former school trustee;

Desmond B.J. Morin, former Partner of Coopers and Lybrand.

The Commission will enquire into all aspects of the financing of elementary and secondary education in Ontario. A secretariat, led by Lauri Maki, formerly the Executive Director of the Ministry of Education's regional services division, has been established to assist the Commission with its work.

This Commission has been asked to:

- study the appropriateness of the current grant plan for elementary and secondary education;
- consider the degree of local participation through property taxes with due regard to local decision-making and accountability;
- study the availability of resources to local school boards in the attainment of educational objectives with due regard for

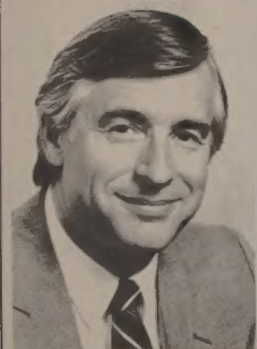
demography and geography;

- consider alternative methods of financing elementary and secondary education with due regard for the allocation of responsibility for fiscal decision-making and accountability;
- address financial issues raised by constituent members of the educational community and other interested parties;
- make recommendations, after due consideration and study, with respect to the matters enquired into by the Commission.

The Commissioners are empowered to request submissions, receive briefs, and have persons with special knowledge in these issues assist them.

The Commission will report to the Minister as soon as practicable but no later than October 31, 1985.

Announcement



Harry Fisher

Dr. Harry Fisher, Deputy Minister of Education/Colleges and Universities, has accepted an appointment as Director General of the Council of Ministers of Education, Canada.

Dr. Fisher will assume his new position November 1, 1984.

A native of Stratford, Ontario Dr. Fisher began his teaching

career in Perth County, Ontario in 1949. He earned a B.A. at the University of Western Ontario in 1953, and an M.Ed. from the University of Toronto in 1958.

In 1974, Dr. Fisher was appointed Assistant Deputy Minister of the Ministry's Education Administration Division. The following year he received his Ph.D. in educational theory from the University of Toronto. He was appointed Deputy Minister of Education and Deputy Minister of Colleges and Universities in 1979.

The Council of Ministers of Education is an agency that promotes interprovincial cooperation in a broad range of activities at the elementary, secondary and post-secondary levels, including curriculum, educational media, official languages programs, and statistics-gathering. It provides a mechanism for consultation among the provinces and territories on educational matters of mutual concern.

William Newnham heads implementation commission

An eight-person commission to prepare the planning and implementation of the expansion of the separate school system has been appointed.

Chairing the Commission for Planning and Implementing Change in the Governance and Administration of Secondary Education in Ontario will be William T. Newnham, the former president of Seneca College of Applied Arts and Technology. Vice chairman will be Edmund Nelligan, who recently retired as Director of Education of the Metropolitan Toronto Separate School Board.

The six Commissioners are: Jean Louis Bourdeau, Executive Director, Association française des conseils scolaires de l'Ontario

John Fraser, Director of Education, Peel Board of Education;

C. Frank Gilhooly, Ottawa consultant;

Mrs. Twyla Hendry, Chairman, Waterloo County Board of Education;

W.A. Jones, Secretary Treasurer, Ontario Teachers' Federation; Rosaire Léger, Director of Education, Stormont, Dundas, Glengarry County Board of Education.

The Commission will advise the Minister on the specific means by which the new policy can best be carried out and assume responsibility for the overall administration of its implementation.

A secretariat has been established by the Ministry to assist the Commission with its work. The secretariat will be led by R.A.L. Thomas, formerly the Executive Director of the Ministry of Education's Education Services Division.

The Commission has been asked to:

- consider the precise legal and financial means by which the new policy can be implemented;
 - receive, and adjudicate on, the plans of implementation submitted by the Separate School Boards;
 - discuss, and make proposals concerning, the matter of school board boundaries;
 - work with the Ontario Teachers' Federation, the school boards, and the Education Relations Commission to ensure that all teacher personnel matters are addressed in a fair and equitable manner.
 - conduct "arbitrations" with respect to any disputes that may arise concerning capital facilities;
- It is expected that the Commission will be dissolved on July 1, 1987.



Early Primary Education



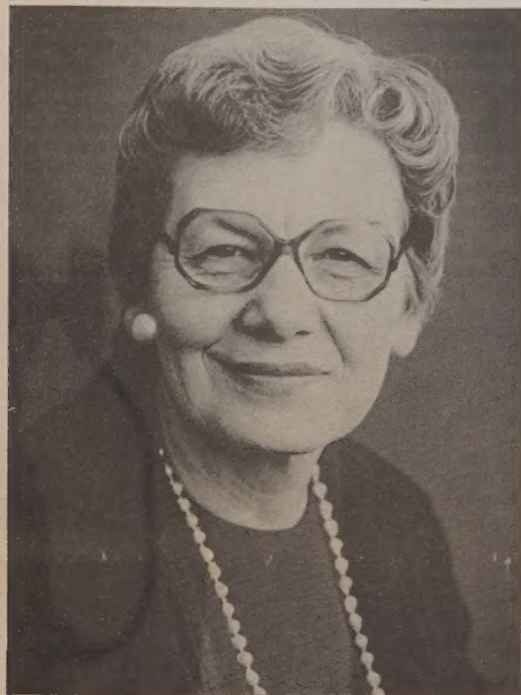
Education Ontario Supplement

Published jointly by the Ministry of Education and the Ministry of Colleges and Universities

Published Quarterly

October 1984

Early primary years are most critical for child project director says



Fran Poleschuk, Director, Early Primary Education Project

In establishing the Early Primary Education Project, the Ministry of Education is re-emphasizing a most critical and decisive period in a child's development," says Fran Poleschuk, director of the province-wide project.

She says that the period from four-to-eight years of age (junior kindergarten to Grade 3 in the Ontario school system) is a stage of rapid learning.

New experiences which extend beyond the home can strengthen personal and social relationships and can provide rich opportunities to acquire the basic skills and understandings which are the tools of our culture and are essential to a fruitful existence in modern society, she said. A child's future as a learner and his/her role in society is influenced to a large extent by the quality of education received in early childhood.

"Changes in family structures and the absence of the traditional extended family have accelerated the need and demand for a wider range of support services for families and young children," said Ms. Poleschuk.

"In the past, parenting, counselling, guidance, companionship and support were available to young parents through various members of the extended family. The care, education and socialization of their children occurred in the natural setting of a family

family — and this is a basic need that the Early Primary Education Project will have to address," Ms. Poleschuk said. To do so, the project team is adopting an holistic view of childhood, and recognizing that education is only one aspect of the multi-faceted support system which families and young children require and is working with other groups to consider new forms and structures for planning and resource sharing.

These new structures might conceivably include re-alignment and closer co-ordination of existing resources, requiring better co-operation among all agencies and institutions that now provide programs and services for young children.

Ms. Poleschuk emphasized, however, that discussions and deliberations during the course of the project would be the key to establishing any new structures. Only after "the widest public and professional input" will the project team draw up its recommendations to the Minister. "Right now, what we want is discussion, and plenty of it."

During the 1984-85 school year, there will be a series of activities for stimulating discussion and gathering input. Study sessions, forums and meetings with interest groups and professional organizations have been planned to gather input concerning the project objectives it is striving to fulfil. The objectives

are:

- to clarify the purposes and benefits of early primary education for parents, the community at large, school boards and trustees, in order to facilitate more informed decisions about the provision of programs and services for young children;
- to recommend policies and priorities in early primary education and to develop materials and strategies to assist school boards to develop and maintain high quality programs for young children;
- to maintain close liaison with persons responsible for curriculum planning and development in the primary and junior divisions in order to ensure program continuity;
- in co-operation with colleges of applied arts and technology, and with teacher education institutions, to examine courses and qualifications for persons employed in the education of young children;
- to devise ways to assure that all available resources — provincial, regional and local — are identified, co-ordinated and efficiently applied.

The work of the project team will culminate in a report, recommending policies and priorities in early primary education, to be submitted to the Minister of Education in the spring of 1985.

As director of the project, Ms.

Poleschuk leads the work of a secretariat of Ministry officials, and of a 45-member advisory committee representing some 20 organizations and government agencies.

Ms. Poleschuk has arranged the team into five workgroups: a workgroup on regional networking; one to explore program expectations in early primary education; one to devise ways of linking all providers of services and programs for young children; one to focus on teacher education and the qualifications of persons working in early primary education; and one to ensure public awareness and input for the project.

An important aim of the project is to re-emphasize the philosophy of early primary education which was stated in 1975 in the Ministry's curriculum documents, *The Formative Years and Education in the Primary and Junior Division*.

The project team will seek to strengthen that message of personalized and individualized programs for young children, that philosophy which guards the autonomy of each learner and promotes natural ways and styles

continued on last page



In late September at Queen's Park, the 45-member Advisory Committee of the Early Primary Education Project reviewed progress to date. Members are identified in the workgroup boxes in this publication. Next meeting of the Advisory Committee is scheduled for January 24-25.

Extra copies available

Extra copies of this supplement are available in quantity for use by all involved in early primary education. Requests may be sent to Fran Poleschuk, Director, Early Primary Education Project, 17th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2. The telephone number is (416) 965-5982.

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Margaret Twomey heads advisory committee

Margaret Twomey, a prominent Northern Ontario educator with a long series of "firsts" to her credit, is chairman of the 45-member advisory committee for the Early Primary Education Project.

Director of Education of the Lake Superior Board of Education, and the first woman ever to attain that rank in a school board in Ontario, Twomey was elected chairman at the end of a two-day inaugural meeting last spring.

Representing a broad spectrum of organizations, institutions and government agencies, the advisory committee was asked by Dr. Harry Fisher, Deputy Minister of Education, to establish links across the province and form a network among all providers of services and programs for young children. Such a network would also be able to recommend policy changes in early primary education.

In two days of discussions, the advisory committee sampled the many issues concerning early primary education, and the differing views of its members.

After the advisory committee was presented with its mandate, "there was energy, enthusiasm and commitment to get to the issues, define and resolve them," said Mrs. Twomey.

"With the widest possible representation, the advisory committee will assure that all voices are heard on behalf of children, including the views of all professionals involved in providing programs and services for families with young children," she said.

One of her priorities in leading the committee is to investigate funding models, in the hope of assuring an infusion of money in

this expanding area of the education system.

"The availability of dollars can cause things to happen in the planning and delivery of programs for young children," she said. "The designated funding model for special education is an excellent example."

Concerning her hopes for the work of the project, Mrs. Twomey said there is a great deal to be done in changing attitudes of the general public and of educators towards early primary programs.

"Currently, many people have unrealistically high expectations for early primary programs, expectations such as requiring children to read by the end of this grade or that grade. Perhaps we are too demanding of young children, and too often we can cause failure by expecting them to deal with abstract concepts at a time when they learn best by concrete experiences. Not enough people understand the role of play in the child's learning process," she said.

"We must not rush our children through childhood and apply pressure to make them achieve and conform at too young an age. Current literature in the field warns us of such perils. Books like *The Hurried Child*, *Growing up Too Fast Too Soon*, *The Erosion of Childhood*, *To Herald a Child*, and *Our Endangered Children*, have delivered a clear message."

She noted that the philosophy of early primary education expressed in *The Formative Years and Education in the Primary and Junior Divisions*, curriculum documents published by the Ministry of Education in 1975, needs to be re-stated and

re-emphasized.

"Those documents stressed the need for starting with concrete materials and experiences in programs for young children, for personalized and individualized instruction. Unfortunately, in spite of widespread attempts at implementation, the fundamental message of those documents has not taken root in Ontario," she said.

"This should not be a revelation, because a provincial review of junior kindergarten, kindergarten and Grade 1 programs, conducted in 1982, found plenty of evidence that *The Formative Years and Education in the Primary and Junior Divisions* have not received the attention

they deserve."

"The negative findings of that provincial review are the immediate forerunner of the Early Primary Education Project," she said.

"For instance, the segregation of children into age groups, and the application of unrealistic standards for passing or failing in Grades 1 and 2, are outdated notions based on organizational convenience instead of on the needs of children," she said.

The following organizations and agencies were among those represented at the first meeting of the advisory committee:

- Early Childhood Education associations including the Canadian Association for Young Children and the Association for Early Childhood Education, Ontario.
- Fédération des associations de parents et instituteurs de langue française de l'Ontario.

- Federation of Catholic Parent-Teacher Associations.
- The Ontario Federation of Home and School Associations.
- Association des surintendants franco-ontariens.
- Ontario Association of Education Administrative Officials.
- Ontario Catholic Supervisory Officers' Association.
- Ontario School Trustees' Council and affiliates.
- Ontario Teachers' Federation and affiliates.
- Ontario Principals' Association.
- Ontario Institute for Studies in Education.
- Ontario Association of Deans of Education.
- Committee of Presidents of Colleges of Applied Arts and Technology.
- Ministry of Colleges and Universities.
- Ministry of Community and Social Services.
- Ministry of Health.



At a dinner meeting for the project in Windsor, left to right, Margaret Twomey, Fran Poleschuk and Sylvia McPhee, in discussion with local directors of education.

Public awareness group seeks input for project

To ensure that input for the Early Primary Education Project comes from across the province, an eight-person public awareness workgroup has been formed as an essential component for the success of the project.

Chaired by Sylvia McPhee, an education officer in the Special Education Branch of the Ministry of Education, the awareness group has to "echo and re-echo the project's call for public participa-

tion throughout Ontario."

The awareness group will seek to increase the participation of parents, educators, providers of children's services, other professionals and the interested public.

"This group bears the key responsibility for clarifying, to the general public and all concerned, the purposes and benefits of early primary education," she said.

Using print and electronic

media, slide-sound presentations, displays at educational conferences, news releases and word-of-mouth, the awareness group is planning a broad communications program to reach all Ontario residents who might have a contribution to make to resolving the many complex issues raised by the project's work.

"Only after the widest consultation and input from many sources can the project make

recommendations on sensitive issues such as what programs are best for four-to-eight-year-olds, what qualifications and training are appropriate and necessary for persons employed in educating young children, how can the quality and continuity of early

education programs be guaranteed, and many other similar issues," said Ms. McPhee.

Inquiries about the project's public awareness campaign and media resources may be directed to any member of the awareness group.



Sylvia McPhee, Education Officer, Special Education Branch, Ministry of Education, is chairman of the project's Public Awareness workgroup.

Members of the Awareness Workgroup

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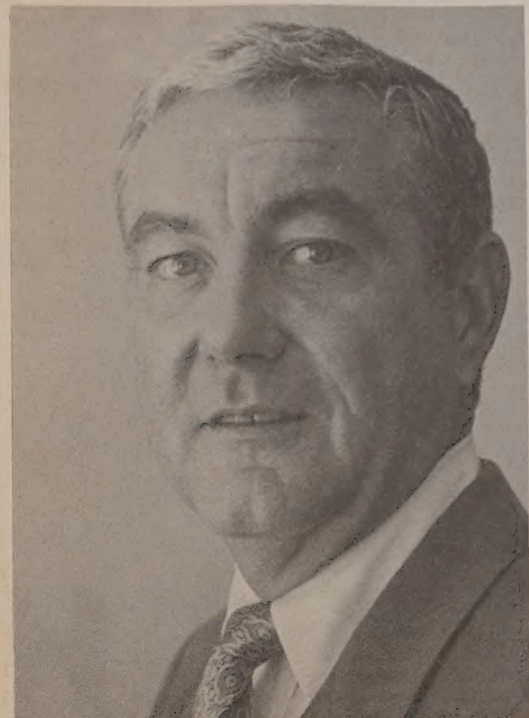
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Will need more teachers with early primary training



Robert G. Sheridan, Co-ordinator, Teacher Education Section, University Relations Branch, is chairman of the project's workgroup on teacher education and qualifications.

With increasing emphasis on the education of four and five-year-olds, there will be greater need for teachers trained in early primary education, says Robert G. Sheridan, of the Ministry of Colleges and Universities.

Mr. Sheridan, Co-ordinator, Teacher Education Section, University Relations Branch, is chairman of the Early Primary Education Project's ten person workgroup on teacher education and qualifications.

"An early childhood educator is an individual who is highly skilled, theoretically and practically, to meet the needs of the four-to-eight-year-olds," he said.

Ontario Teacher's Certificate. Students enrolled in Niagara's Early Childhood Education program may use the courses for credit towards a degree at Brock.

"Using this model as a base, the work of the Early Primary Education Project might lead to the future establishment of centres for early primary education in the province," he said.

"Appropriate routes should be developed for graduates of an early childhood education program at a college of applied arts and technology who wish to become qualified to teach in the public schools of Ontario. Conversely, appropriate routes should be developed for teachers who wish to become qualified in early childhood education," Mr. Sheridan said.

To accomplish these objectives, the workgroup has representation from post-secondary institutions, school trustee groups, the Ontario Teachers' Federation and its affiliates, in addition to Ministry officials.

Henk Demeris, an official of the Ministry of Colleges and Universities, noted that the basic issue under consideration is the difference in training of professionals in early childhood education and in courses offered by teacher education institutions.

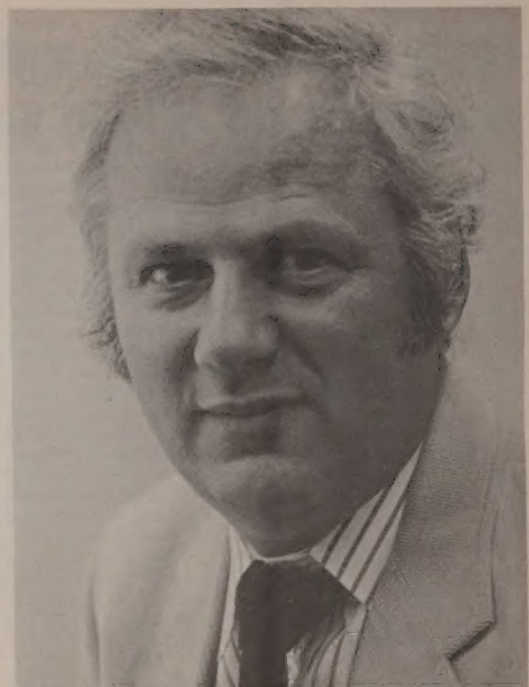
In Ontario there are specific courses for primary/junior teachers. However, there will be a need for some teacher education institutions to refocus on the training of teachers for early primary education, with an increased emphasis on the education of the four, and five, and six year olds. Existing courses at faculties of education cover all of elementary education, while college courses focus on the early years.

Another issue before the group is that of developing more links between secondary school students who are taking courses such as parenting or family studies, and early education

"Colleges of applied arts and technology, and teacher education institutions, have an important and complementary function in the preparation of professionals to work with the four- and five-year-old child."

He cited the current co-operation between Niagara College of Applied Arts and Technology and Brock University's College of Education as a model for the training of teachers for the primary and junior division.

Students enrolled at Brock University's College of Education may take courses in early childhood education and apply the credits to the requirements for an



Henk Demeris, Manager, Business and Services Section, Ministry of Colleges and Universities, is co-chairman of the workgroup on teacher education and qualifications.

programs. Researchers have also pointed to the need to provide intermediate and senior school students with apprenticeship training in parenting, an aim that might be accomplished in an early primary education setting in a high school or junior high school.

"There is also the need to look at in-service training for teachers to provide opportunity for mobility," Mr. Demeris added.

John Giancarlo, another member of this workgroup, is Dean of Applied Arts at Niagara College, and represents the committee of presidents of colleges of applied arts and technology on the advisory committee of the project.

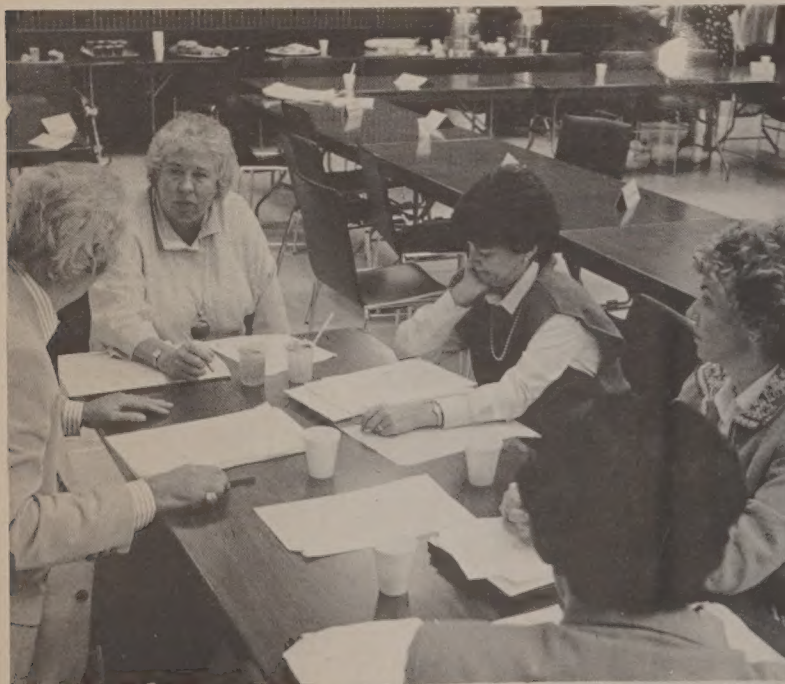
Mr. Giancarlo said his plan is to facilitate input for the project from early childhood educators

in colleges across the province. To foster that plan, he has formed a committee of co-ordinators of early childhood educators, and now has representatives from Niagara, St. Lawrence, Seneca, Mohawk, Conestoga and Confederation colleges of applied arts and technology.

In conjunction with the Early Primary Education Project, a research contract has been approved and initiated by the Research and Information Branch of the Ministry of Education. Dr. K. O'Bryan is conducting a review of the literature on the requirements for the training and certification of teachers in early primary education. It is expected that his findings will be available to the project before it compiles its final report.

Workgroup on Teacher Education/Qualifications

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At the September meeting of the workgroup on teacher education and qualifications, the visible faces are, left to right, Fran Watson of OSSTF, Sandra Goldstein of ALSBO, and Ann Miller, associate dean, FEUT, who joined the discussion.

Early Childhood Education Project most important education activity in past 50 years, Minister says

Q: "Madame Minister, do you view the early primary education project as a renewal of primary education in Ontario?"

A: "Having read a good many primary curriculum documents from many jurisdictions, I believe that The Formative Years is probably the wisest and the most advanced statement of the goals and the objectives of primary education that I have read anywhere in the world. It is of some concern that not all of those goals and objectives are being met at the early primary level. It was as a result of that consternation that the early primary education project was established because we really must determine how we can implement the advantages to each of the children in this province of the philosophy which is expounded in The Formative Years. I believe that we have to find ways to ensure that the implementation is carried out in a way which is beneficial to all children. Therefore, I would suggest that what we are doing right now may be one of the most important educational activities carried out in this province for half-a-century or more."

Q: "Madame Minister, do you see the early primary education project bringing teachers and parents closer to meeting the individual learning needs of young children? Does early ongoing identification play a role in this?"

A: "If the only way we can persuade parents to participate actively in the education of their children is by LEGISLATING it, or by establishing certain committee activities which require their participation, I should feel very disappointed about the commitment of parents to their primary job of raising children. The first and foremost educators of children are certainly their

parents and what we've been trying to do over the last several years is to help parents to participate in that role. "INTEREST in early childhood education may of itself stimulate more young parents to become more actively involved. At the present time, we probably have more young parents or more parents of very young children really concerned about their role in parenting, raising, rearing and educating that child than we've ever had before in the history of mankind. And I would anticipate that, as a natural outgrowth of that growing concern by parents for the appropriate discharge of their responsibilities, in the future there WILL be greater participation by parents in the education of their children. I think what we have to do as a school system, is to find ways to facilitate that, to encourage it, and ensure that we're ready for it in a way that is going to be of benefit to the students.

Early identification certainly plays a significant role in determining what a teacher needs to know in terms of guiding each child towards the goal of an optimum learning experience. That identification is not a clinical kind of identification. It is in fact, a careful, responsible assessment of a child's capacity for learning."

Q: "Dr. Stephenson, as a mother and family practitioner, what is your personal view of education in the early years?"

A: "I feel very strongly that the best possible learning experience for very young children is within a loving environment, preferably at home, with a parent who is very much concerned about that child; a parent who provides a wide variety of learning experiences in which the child can move from one thing to another at his or her own pace and be guided and directed when it

appears to be appropriate to do so. I believe that over-structured learning programs at a very early age may not be particularly beneficial in the total learning experience of children. I believe that there must be understanding by the child and the parent, of the role which the school plays in education. That role should be identified relatively early and the child should move to that school building for purposes other than a structured education program. The child should understand that it's not a place which is to be feared or a place simply borne because it is a part of growing up. If that kind of activity could take place fairly freely it would provide the parent with an understanding that the school and those who function within the school are indeed, allies and assistants to the parent in the discharge of their responsibilities for parenting and educating children.

I believe very firmly that those who are going to be responsible for education at the early, primary level must have a significant educational background and understanding of child development in order to ensure that what they propose to do as pedagogues is not totally in opposition to what the child is capable of doing as a result of his or her developmental pattern."

Q: "Who should be in charge of children aged four to nine years and how should they be prepared?"

A: "If the question relates to who should be teaching children between the ages of four and nine, in the school system, I say that anyone who is intelligent, caring and concerned and knowledgeable about small children is a reasonable candidate for that kind of role. I don't think that gender matters particularly. It may in fact be beneficial to many of



Education Minister Dr. Bette Stephenson speaks on Early Primary Education Project.

our young children (particularly those who come from single parent families) to have a teacher of the opposite gender providing that caring, guiding experience early in the educational program within the structured school system. All of the adults involved need to have thorough academic background in the developmental psychology of children, knowledge of the physical development of children, and some real understanding and experience in dealing with children before they become certified teachers within an early elementary program in a school."

Q: "Minister, do you see adults with a variety of training as a professional resource for young children?"

A: "All children benefit from variety in terms of the human resources and physical resources made available to them. I would hate to have any severe restriction placed upon the range of human resources which could be made available to children in the early primary years. I WOULD in fact try to ensure that all those who are going to come into direct guiding contact with the children on a regular basis meet the kinds of criteria which I suggested in response to the last question. They have to be people who are not only intelligent but also very warm and understanding and capable of dealing with the mercurial changes in a child's activity."

Q: "Parents have been described as the children's first teachers. How do you see parents being involved with the education of their young children?"

A: "Well parents are not just the FIRST teachers, they are the primary teachers of children. It worries me that there seems to have been a fairly significant abdication of that role in the minds and actions of many parents. That is why I am encouraged that there appear to be so many more parents of young

children who, these days, are very much concerned about what their responsibilities are in terms of the children's learning experience. There is no doubt in my mind that parents and teachers, parents and the school system, must work together. They must not be antagonists in the education of children. They have to be partners and they have to learn the ways in which they can help that partnership. They must learn the ways in which they can provide the experience or the atmosphere of learning which is best for the child not only within the school system but also at home. It's that partnership which I think is important. Parents have to overcome their fear of approaching the teacher and teachers have to overcome THEIR fear of approaching the parents."

Q: "Madame Minister, it appears that as a result of OSIS, fewer students are choosing family study courses at a time when family patterns are in a time of dramatic change. How do we ensure that our young people have the appropriate parenting skills?"

A: "I would be delighted to believe that Family Studies provided the foundation for the appropriate parenting skills. I believe that philosophically and probably conceptually, the content of that curriculum could do that. But, I would remind everyone that parenting is NOT entirely gender-related and participation within Family Studies programs has been almost entirely gender-related.

If there is a way in which we can ensure that the same kind of stimulus motivates the boys in secondary school programs to participate in something akin to Family Studies programs, then I would be the first to suggest that we have to find very specific ways to ensure that those programs are part and parcel of the secondary school experience of all children. If that can't be done, then I think we have to find ways to ensure that the content of that





program which relates specifically to the development of individual personal responsibility in terms of all human relationships, and in particular the relationship between parent and child or between generations within a family, be taught through some other mechanism.

The best learning experience, the one that has the greatest impression in this area, however, is still the example which is

provided within the community and particularly, within the family. If there are good models within the community and if within the family there is a real demonstration of that sense of personal responsibility in all relationships, then the school system wouldn't have to worry about it at all. I have just read with absolute horror Robin Badgely's report on child abuse and I must tell you that I am not convinced that the school

system could have prevented this through Family Studies programs or anything else. The only way in which we're going to overcome this problem is to return to some real commitment, for personal morality in all of our behaviour but especially within interpersonal relationships. I'm not sure we can accomplish all of that through schooling."

Q: "Madame Minister, traditionally, Ontario education has been based on the neighbourhood school concept. We understand that you have a real interest in parent resource centres. Do you see the parent resource centre as a present-day extension of the neighbourhood school?"

A: "One neighbourhood's school is another region's community school. There are neighbourhoods in parts of this province that have never had a school. The school the children attended has been far away from the neighbourhood and that has not in any way lessened the impact which that schooling experience has had on the children who participated in it.

"I believe that parent resource centres could serve an important introductory function and a role which would probably help to replace the current absence of the extended family which most of us enjoyed when we were little. Because grandmother and grandfather are just as likely to be 3,000 miles away as they are to be around the corner or down the street, young parents do have some difficulties in assuming all of the responsibilities for raising children. My support for the concept of "parent resources centres" is very much based on the Burton-White model which provides for flexible arrangements. I've suggested that we could be using vacant rooms within schools because they are appropriate places for "parent resources centres." The resources centres would provide for child care on an interrupted — not daily — basis. They would be available to parents from perhaps seven o'clock in the morning until midnight to provide parents who wish some respite from child rearing, with the opportunity to go to a movie or simply to spend some time together. That kind of service would be available to the working father or the working mother who for part of the time, would like to have expert child

care provided, probably not on a daily basis but perhaps two or three times a week or even once a week. The centres could also provide the opportunity for the mother who is a home-maker and child-rearer to have some time each week to meet other mothers who are sharing the same kinds of problems and achieve the benefit of some expert advice from those with expertise in human nutrition, child psychology or in developmental or health problems. I would anticipate there would be service provided within the parent resource centres by nutritionists, by child psychologists, by public health nurses and others.

I would anticipate as well that there would be an opportunity for the senior citizens in the community to act as voluntary grandparents or auxiliary aunts in such a centre. Students in Family Studies programs at the secondary schools could participate in the hands on experience of their cooperative education programs within the centres assisting in the care of the children and the provision of services to parents. Parent resource centres would not be run by the school system. I would think the space should be provided by the school system because of the fact that we do have a number of empty classrooms but community groups, the municipality, voluntary agencies, parents, senior citizens, would provide the organizational structure and human resources on a volunteer basis, perhaps guided by an expert in early child development who would act as the co-ordinator. Parent resource centres would not insert children into a structured learning program, but would provide a broad flexible learning experience for parents and children alike. It would provide a forum for both learning and teaching for senior citizens, volunteers and high school students.

Q: "Madame Minister, do you have any plans for re-allocating funds to programs and services for young children?"

A: "I would like to see some of our educators and some of the childhood education experts involved in the kind of research which would give us some clear indication about what it is necessary to know about the process of learning before the child enters the structured learning arrange-

ment within the school system. Should we be allocating funds directly for early childhood education? Well of course, we DO already — in support of the early childhood education programs which are part of the college of applied arts and technology educational experience for young people. We also provide funds directly for faculties of education through allocations to universities. Should we be designating within our allocations to Boards, funds specifically for the purposes of kindergarten, grades one, two and three? It seems to me that would be a fairly significant departure from the philosophy that boards of education are made up of grown-up, mature people who know how to spend the money which is allocated to them. I know that there are those who would be delighted if we were to say that a specific amount of money would be delivered to each board in support of the purchase of textbooks, or a specific amount of money would be delivered in support of the education of special children to mention only two of the sought for funding directives.

Is that in support of the philosophy that there is a shared responsibility for the delivery of education in the province of Ontario? I think not. So, I'd have to think very seriously about whether funding could be allocated directly for that purpose.

It's my personal opinion that the quality of the very early school experience for children relates directly to the benefits the learning experience achieved by children throughout the rest of their schooling.

I have difficulty overcoming that personal opinion but I don't have any statistical or research information which supports my feeling. It's a bit like the question of pupil-teacher ratio in the classroom: we have all sorts of gut feelings about it but we don't have the kinds of research which demonstrate that that gut feeling is supported in a scientifically valid way.

We have some research on the problems of children who are severely disadvantaged socially or economically; we have some about some children with specific handicaps. But we don't have research relating to the very early learning experience of so-called normal children. That's really what we need to have."

A Young Child Learns...

... Eric Erikson calls the stage from about 5-12 the age of industry. The child learns best when he is active, moving, communicating, sharing, tinkering, putting things together, taking things apart, manipulating concrete materials; in short, using all his senses in activities that are real to him. To squelch this is to run the risk of what Erikson calls "inferiority."

... As an active learner, the child is the principal agent in his/her own development. He/she is innately curious about the world and initiates activity to explore and learn about it.

... Learning is something a child does; it is not something done to him/her.

... Each child is unique in the way he/she learns.

... The best learning starts from the child's experiences and interests.

... Over a period of time every child should learn important skills and principles, such as the three R's. These are the tools of the culture. Most children come to school wanting to learn these.

... To a child, reality is a whole, a unity, not divided into separate subject areas and isolated skills.

... Play is a child's work. When a child initiates activity in which he gets involved — and all children do — he/she is playing and working.

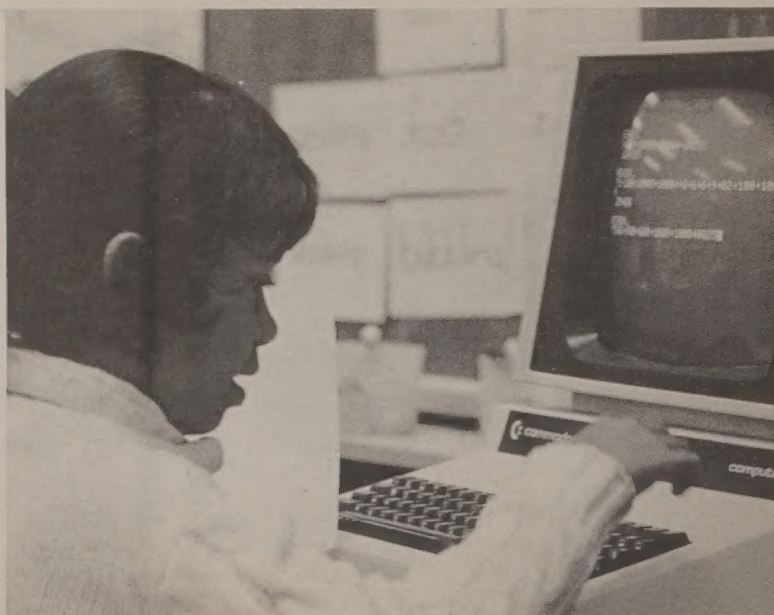
... A school, a classroom, should be a rich learning environment deliberately designed with much to explore, to wonder about, and to get active with. It should extend into the community and relate to the home. The teacher's role is to assess and guide the learning toward long-range objectives he/she has clearly in mind.

... Aesthetics are the heart of a child's world. As Silberman says, "poetry, music, painting, dance, and the other arts are not frills to be indulged in if time is left over from the real business of education; they are the real business of education."¹

... Assessment of a child's efforts and growth should be made on the basis of his/her individual learning. How one child compares with another is irrelevant to a teacher's work. What is important is that each child shall have opportunities to employ his/her own powers in activities that have meaning. Mistakes are not failures. Evaluations must not be turned into judgments.

... Children need to learn to live together. They need the chance to experiment socially as well as intellectually. They need adults who are dedicated to helping them work through the solutions of their interpersonal and personal problems as well as their academic ones.

... Childhood is a stage of life in itself, to be enjoyed and savored; it is not simply something to be passed through on the way to adulthood.



¹ Charles E. Silberman, "Crisis In The Classroom," New York: Random House, Inc., 1970. P.8.

Ministry regional offices establish co-ordinating teams

To provide province-wide scope to the Early Primary Education Project, all six regional offices of the Ministry of Education have designated planning teams to establish a regional network across Ontario.

Murray Wood, an education officer in the Ministry's Mid-northern Regional Office in Sudbury, is chairman of the project's regional workgroup. The group's major responsibility is to plan for regional activities so that interested persons across the province can express their views and contribute to the recommen-

dations of the project.

The regional coordinating teams, to be established this fall, will develop strategies to promote gathering and sharing of comments and suggestions from all those responsible for the many facets of nurturing and educating young children aged four to eight.

Mr. Wood expressed the need for close co-ordination and co-operation among all providers of services and programs for families with young children. Those providers include educators, social workers and a wide range of professionals in many institu-

tions, community groups and government agencies.

There is a need to develop new and creative approaches in networking the Ontario education community. "For example, regional community forums could develop new forms and relationships, in early childhood education, based on the fullest use of available facilities. Community forums held in various locations across the province could investigate working models for family centres that extend beyond the present educational structure."

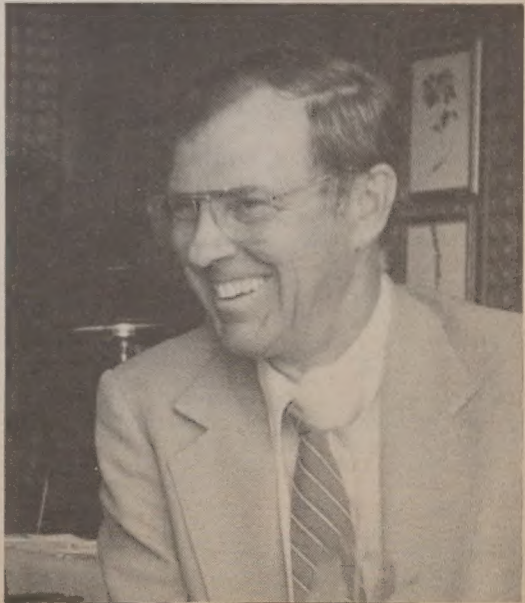
Study sessions will be arranged

this fall to gather input at the grass-roots level. The sessions will bring together groups of teachers, principals and parents. Slide-tape presentations, a selection of films and other media support will be made available to spur discussion of early primary education at these meetings.

In each regional office, Ministry officials will spearhead activities related to the project. Regional officials plan to work closely with primary consultants, co-ordinators and key teachers, faculty of education staff and community college instructors

to organize regional study sessions on early primary education. Teachers, parents, agency representatives, professional community workers, OISE field staff, and university and college personnel will be welcome to participate.

Regional activities will also endeavour to educate the public about the research-proven benefits of early primary education programs. As well, the project "will attempt to convince decision-makers at all levels that early primary education should be given a high priority in today's society," said Mr. Wood.



Murray Wood, Education Officer, Midnorthern Regional Office, Ministry of Education, is chairman of the project workgroup on regional networking.

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Twelve-person workgroup studies program issues

Program issues in early primary education are being addressed by a twelve-person workgroup which is co-chaired by Francine Morissette and Ann Robbins, both of the Early Primary Education Project secretariat of the Ministry of Education.

The major focus of this group is to develop program objectives and expectations for four-to-eight-year-olds and to develop strategies for facilitating continuity in curriculum planning in the early primary and junior divisions.

The program workgroup also plans to identify ways of promoting in-service and professional development of persons working with young children.

Under the direction of Ann Robbins a new slide-sound presentation has been prepared to stimulate discussion among persons who take part in the project's activities.

The slide-sound presentation depicts quality programs from junior kindergarten to Grade 3, in keeping with the principles of individualized and personalized instruction, as expressed in *Education in the Primary and Junior Divisions*, the Ministry's 1975 curriculum resource guide.

The slide-sound presentation is available to interested persons through the regional offices of the Ministry. Requests should be directed to the regional contacts

for the project.

Ms. Robbins explained a guiding principle which has constant relevance to the work of the program workgroup:

"Fostering the child's autonomy and love of learning should be the on-going aim of education during the early primary years. To achieve this aim, co-operation between teacher and child, child and parents and teacher and parents must be encouraged and maintained," she said.

Among the program expectations that the program workgroup will discuss during 1984-85 are the following:

To foster and extend in the child: a sense of curiosity;

observation skills through all senses; communication skills; organization skills; creativity and imagination; the ability to solve problems of everyday life; a feeling of well-being, security

and self-confidence; respect for self and others; social skills; a sense of community which is positive and moral; the development of gross and fine motor abilities.

Programwork Group

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Ann Robbins (left) and Francine Morissette co-chair the project workgroup on program issues in the early primary curriculum.

High quality programs pay dividends expert says

High-quality early primary programs have been shown to pay off in later years in higher academic performance, lower dropout rates, fewer years spent in special education, higher success rate in entering universities, colleges and job-training courses.

These findings are among the results published by the High/Scope Educational Research Foundation after 20 years of monitoring two groups of students, similar in all respects, except that one group experienced a high-quality education program in the years before Grade 1 and one group did not.

Conducted by Dr. David Weikart, an internationally known expert in the field, the research project also found that the children who received good early education had fewer learning difficulties, lower delinquency rates in later life, and much higher productivity, self-sufficiency, employability, and positive participation in economic life than those who did not. The bottom line of the research project was that for every \$1,000 society invests in early primary programs of high quality, there is a return to society of \$7,000. Returns include reduced costs for education and legal processing for delinquent behaviour, and increased lifetime earnings for participants.

The research findings of Dr. David Weikart were presented to the Early Primary Education Project in June.

Dr. Weikart's study began in Ypsilanti, Michigan, in 1962, as an examination of children "who were born with all the odds against them — poor, apparently destined for school failure, and black, in a

society in which discrimination was common. Of the families in the study, 50 per cent received welfare assistance, and 47 per cent were single-parent families. Only 21 per cent of the mothers and 11 per cent of the fathers had graduated from high school."

His report said that 123 children in the study were randomly assigned either to an experimental group who attended preschool (in Ontario, roughly equivalent to both kindergarten programs), or to a comparison group who did not attend.

Dr. Weikart emphasized that these two groups were highly similar in family backgrounds, and any subsequent difference between the two groups would have to be attributed to the early education program. "The experimental group attended a high-quality program in a preschool classroom for 2½ hours, five mornings a week, and were visited at home with their mothers for 1½ hours once a week, either for one school year at age four, or two school years at ages three and four," he said.

The same young people have participated in the study continuously for two decades. Further follow-up has been planned for the two groups at age 26, after they have begun to make significant life decisions about career and family.

Evidence that good early primary programs are effective include economic findings, education findings, delinquency findings and employment findings.

During his visit to Toronto, Dr. Weikart was asked whether such findings would apply in Ontario

and Canada, and he replied with an emphatic yes.

"Our findings have been tested in wealthier areas, similar to Ontario in social make-up, and there is no doubt that the same results would be obtained in a similar study here.

"High-quality early childhood education enables families and communities to improve the life chances of their children," Dr. Weikart added. "It helps children become successful adults, and helps reduce social and economic problems within a community. Preventing life-long problems in high-risk children by providing early education is a wise use of community resources."

These gains lead to substantial economic benefits for the community, calculated to be a return of \$7 for every \$1 invested, he concluded.

The most recent monograph reporting Dr. Weikart's findings is *Changed Lives: Effects of the Perry Preschool Project Through Age 19*. It is available from the High/Scope Press at a cost of \$15 (U.S.).

Educators interested in obtaining more information about Dr. Weikart's research projects and publications may write to:

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197
United States of America

A Canadian reference of value in this area is Mary Wright's *Compensatory Education in the Preschool*, based on the University of Western Ontario preschool project. Her book is described elsewhere in this supplement.



Weikart study findings

Will findings be the same in Ontario?

Education findings in Weikart study
Students classified as mentally retarded:
With early primary program: (15 per cent)
Without early primary: (35 per cent)

Percentage completing high school:
With early primary program: (67 per cent)
Without early primary: (49 per cent)

Percentage attending post-secondary education:
With early primary program: (38 per cent)
Without early primary: (21 per cent)

Number of years spent in special education:
With early primary program: (2.0 years)
Without early primary: (3.5 years)

Employment findings in Weikart study
Those in study who found employment at age 19:
With early primary program: (59 per cent)
Without early primary: (32 per cent)

Self-supported by employment earnings:
With early primary program: (45 per cent)
Without early primary: (25 per cent)

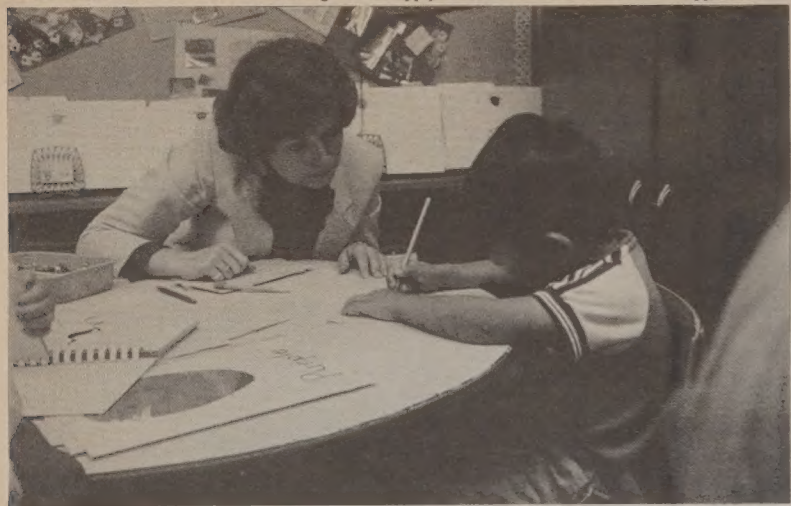
Findings in social responsibility
Number of pregnancies leading to live births:
With early primary programs: (64 births per 100 females)
Without early primary: (117 births per 100 females)

Number on public assistance at age 19:
With early primary programs: (18 per cent)
Without early primary: (32 per cent)

Number arrested:
With early primary programs: (31 per cent)
Without early primary: (51 per cent)

The criteria for high quality in early primary education
High quality is the key to the lasting effects reported in the Weikart study. His interpretation of research and field experience suggests that an early primary education program of high quality has the following characteristics:

- It is well managed and monitored.
- Parents become partners with teachers in educating the child.
- Competent, committed teachers or caregivers plan and work together in teams to provide mutual support and individual attention to children.
- The program is organized around a specific curriculum or set of principles for learning.
- Teachers or caregivers are trained in the curriculum through ongoing inservice training.
- The program is regularly assessed to assure that goals for high quality are being met.



Compensatory Education in the Preschool: A Canadian Approach — Study by Mary Wright

The following review of Mary Wright's monograph on her research project at the University of Western Ontario appeared in *High/Scope Resource*, a magazine for teachers published by the High/Scope Educational Research Foundation:

Dr. Wright and her colleagues launched the University of Western Ontario Preschool Project, a study of the effects of compensatory education on low-income children, at a time when preschool education was under attack, both in the U.S. and Canada. Three

groups of children attended the preschool — a high income, high-ability group; a low-income, average-ability group; and a low-income, low-ability group. Another group of low-income children attended for only one year starting at age four.

The children were tested for growth in intellectual and cognitive abilities; problem-solving styles and strategies; and social competence. The author reports, "All groups made significant gains over time on all of the measures." Dr. Wright concludes, "... My faith in the potential of

preschool education for producing miracles in disadvantaged children is firmly established."

This book is unique. It not only describes the research, reports the findings, and addresses policy issues but also discusses the curriculum used in the project in sufficient detail to permit replication in other preschools. There are timetables for teachers, suggestions for use of classroom space and materials and curriculum guides in the areas of number, classification and spatial relations.

Workgroup will link together all groups involved in early education

Linking Ontario services for the care and education of young children is the challenge facing a 11-person workgroup of the Early Primary Education Project. The starting point for this workgroup is a basic belief of Ministry policy which is that the nurture of young children is primarily the responsibility of the family.

However, as children grow and develop, the family by itself cannot respond to the ever more complex needs of its children. Nor can any single institution of the community, or agency of government, provide the wide range of services children need. Only by working co-operatively can all concerned supply a range of complementary resources to help the family in rearing its young.

Moreover, through a process of co-operation, resources from the province, municipality, school and community can complement one another in strengthening the family so that it can carry out its educational role.

Because the family has such a profound impact on the education of young children, the consensus of experts in this matter has been summarized in a statement taken from the Declaration of the Council of Europe, following a 1979 conference on young children:

"All services with a contribution to make to the development of young children should work with and through the family to provide continuity of experience for the child."

Endorsing that statement, the Advisory Committee of the Early Primary Education Project has created a workgroup to find effective ways to link Ontario services for the care and education of young children.

The first objective of the workgroup is to investigate and propose ways to develop more effective communication, co-ordination and planning strategies among the various institutions, organizations and government agencies which currently have responsibility for providing support services for families with young children.

Another major objective of the workgroup will be to find ways of helping families to become aware of what services are available, and of how to go about using those services.

The workgroup is also investigating models of co-operation that currently exist in Ontario, across Canada and abroad. The experiences of some 15 other countries are being tapped, following the publication of *The Educational Role of the Family*, a keystone document of interna-

tional research issued by the Centre for Educational Research and Innovation (Paris).

Also under review by the workgroup are Ontario's provincial legislation, policies, programs and services, including those programs and services provided by municipalities or other non-profit groups.

Before the workgroup was formed, an ad hoc committee of Ministry officials and representatives of the Ontario Teachers' Federation explored one model for bringing together services to strengthen the role of families with young children — that model being described as family resource centres within school jurisdictions. A report describing such centres was prepared by the ad hoc committee, and now is also being used by the new workgroup in its deliberations.

In addition, a special report is being prepared for the committee that explores some of the recent initiatives taken by communities and school boards in the delivery of support services for families and children.



Workgroup on Linking of Services

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Early primary years

of learning. In the early primary years such programs and learning are best expressed in play.

Another reason for the re-emphasis is the increasing demand for early primary programs. In 1983, there were 50,300 four-year-olds and 115,200 five-year olds enrolled in kindergarten in Ontario. The figure for four-year-olds represents a record high.

The Early Primary Education Project would like to receive input from educators across the province, of community leaders, parents, providers of services for

children, school board officials and consultants, college and university faculty and the interested public.

Comments, suggestions and recommendations should be sent to:

Frances Poleschuk
Director
Early Primary Education Project
17th Floor, Mowat Block
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The telephone number for the project office is (416) 965-5982.



Fran Moscall, foreground, chairs a meeting of the project workgroup on linking of services; left to right, Adele Scott-Anthony, of the Ministry of Community and Social Services, George Willet of the Ontario Principals' Association, Celeste Pelliccione, OSSTA, and Dr. Ellen Regan, OISE.



School bus advertising help the Etobicoke board get its message across

How do you deliver your message to an increasingly diversified audience with a shrinking budget? The Etobicoke School Board has come up with a simple but novel solution that effectively zeroes in on its target audiences with minimal expense. It places advertisements on the sides of its school buses.

"We were looking for new ways of getting our story across to the public," says Harvey Currell, Information Officer with the board, "we had bought subway station posters for things like adult education, but it was expensive and had little impact. The response was very low. We thought of using subway poster cards, but they could only be purchased on a city-wide basis and we wanted to advertise in the Etobicoke area alone." The board realized they had 25 school buses with a lot of free, unused space on them, and the answer to their advertising dilemma was found. The school board began running ads on buses in 1982.

The advertisements consist of short, simple messages like

"Have you read to your child today?" and "Education Week, April 21 to 27". "Even though we have 13 feet of space, we have to get our message across in a very short time because the buses are usually moving", explains Mr. Currell. The dates when board meetings are shown on the local cable television channel are also publicized this way.

Eye catching graphics are used to draw attention to the rolling ads. A professional design agency is used to create attractive posters that can be easily read from a distance in a short period of time. Letter size and colour play a key role in this.

The choices, however, were limited. The board had to seek permission to place advertisements on the sides of the buses from the Ministry of Transportation and Communications, which regulates bus transportation. The only concerns were that the ads be safe, that is that they not fly off, and that they be the same colours as the buses. This restricted the colours used in the ads to

orange and black.

Nevertheless, the Etobicoke board has had no problems with either concern. "The signs are pleasing and really stand out

because of the professional design and the strong colours", claims Mr. Currell. Safety was not a problem either he adds. Metal racks, strongly affixed to

OISE director is private schools commissioner

Dr. Bernard Shapiro, the Director of the Ontario Institute for Studies in Education, was appointed as a one-man Commission to enquire into the role and status of private schools in the province's education system.

In announcing the appointment Education Minister Dr. Bette Stephenson said "few people are aware of the diversity that exists in the private school sector, and of the important historical contribution that these schools have made to education in Ontario." She has asked Dr. Shapiro to document this contribution and to advise her on the future relationships they might have with the public education system and the government.

Dr. Shapiro will be assisted in his work by an advisory committee and a small secretariat headed by Neil Emery, formerly a superintendent of education in the Ministry's Central Ontario Regional Office.

Members of the Advisory Committee are:

Miss M.E. (Betty) Bone, Principal of Alma College, St. Thomas, Ontario;
Mr. Dirk Brinkman, President of the Ontario Alliance of Christian Schools Societies;
Dr. Madeline I. Hardy, Director of Education of the London Board of Education;
Mrs. Elaine Hopkins, Director of the Federation of Independent Schools of Canada;
Mr. Frank N. Marrocco, Partner, McFadden, Marrocco and Parker, Barristers and Solicitors;
Dr. Desmond Morton, Professor of History at Erindale College of the University of Toronto;
Ms. Sylvia McPhee, Ministry of Education, Special Education Branch;
Mrs. Penny Moss, Chairman of the Toronto Board of Education;
Mr. Serge Plouffe, Past President of l'Association des enseignants franco-ontariens;
Monsieur Kenneth Robitaille, Education Officer for the Ontario Catholic Conference of Bishops;
Mr. Robert Routledge, Director of Operations Services, General Foods, Canada, and founder and President of the Toronto Waldorf School;

the sides of the buses, hold a rigid, 13 by 3 foot, vinyl panel. The signs are durable and can be easily washed at the same time as the bus.

The board has budgeted for three or four sets of ads per year. The vinyl posters cost an average of \$56 to produce, including design. The one-time outfitting of the 25 buses and 30 other vehicles was approximately \$45 per vehicle.

The Etobicoke bus advertising scheme is all part of a larger marketing strategy. As Mr. Currell explains, "We don't call it marketing, but we've been doing it for years, and, perhaps, boards should be getting into more marketing. Competition with the private schools for students and a strong belief in the excellence of the public school system have encouraged the board in these endeavours."

One of the recurrent themes on the buses and in the boards other messages is multiculturalism. Mr. Currell explains it this way. "The public school system is a good place to be because it allows all kinds of children to come together, live together, and grow together. It provides an education in democracy, a preparation or a model for the Canadian reality. If children can accomplish this in school, they will be better equipped for life later on."

The messages reflect the board's philosophy of excellence. The board's Executive Committee chooses messages from a selection submitted by Mr. Currell. The campaign has paid off in increased awareness about the education system and has saved the board a substantial amount of money in advertising.

Mr. Lionel H. Schipper, Q.C., a former member of the Senate of the University of Toronto and an officer of the Toronto Jewish Congress;

Mr. Angus C. Scott, National Director, The Duke of Edinburghs Award in Canada and former Headmaster of Trinity College School, Port Hope;
Mr. Fred Sweeney, Past President of the Ontario Teachers' Federation.

The Commission has been asked to complete its findings by May of next year.

The Minister of Education has established the Commission to inquire into the role and status of private schools in elementary and secondary education in Ontario. The Commission has been asked to:

- document and comment on the contribution of private schools to elementary and secondary education in Ontario;
- identify possible alternative forms of governance for private schools and to make recommendations for changes deemed to be appropriate;
- assess whether public funding, and its attendant obligations, would be desirable and could be compatible with the nature of their independence;
- identify and comment upon existing and possible relationships between private schools and public-supported school boards.

The Commissioner who has been appointed to carry out the inquiry will be empowered to request submissions and receive briefs.

More students receiving financial assistance

More than 100,700 students, an increase of 24.3 per cent over the previous year, received financial aid under the Ontario Student Assistance Program in the 1982-83 school year.

A recently released review of the program shows that a total of \$299 million dollars was provided as assistance in 1982-83. Of this amount, \$101.12 million was in the form of grants and \$197.88 million in loans.

In 1982-83 the Ontario Student Assistance Program consisted of five plans, four of which were funded by the Ontario Government. The Canada Student Loans

Plan, the fifth component of the program was financed by the federal government through the Secretary of State.

The objective of the Ontario Student Assistance Program is to encourage and assist academically qualified and financially needy Ontario residents to go on to post-secondary education, and to ensure equal opportunity for students from low income families.

The review shows the program is meeting its major goal of serving low income families in Ontario. About 78.5 per cent of the total grant funding was

received by students whose families had a gross income of less than \$20,000.

In 1982-83, 33.14 per cent of students enrolled full time in Ontario universities and colleges received grant or loan or a mix of both under the program.

Students who need financial assistance for the 1984-85 academic year may still apply. Applications for assistance are available at any Ontario college, university, or high school guidance office, and also from the Ministry's Student Awards Branch.

TV Ontario offers series of research papers

TVOntario's Office of Development Research has published a comprehensive series of 17 research papers under the umbrella title of *New Technologies in Canadian Education*.

These important new studies examine modern communications technologies — television, radio, film, video, audio, telephone, computers, videodisc, videotex, and satellite transmission. Their current uses in many different educational institutions and programs — elementary and secondary schools, colleges, universities, distance education — are also examined.

The organizations that create and distribute the educational materials designed and produced for these new technologies are described as well.

To order write to:

In Ontario:

TVOntario Customer Service
Box 200, Station Q
Toronto M4T 2T1
(416) 484-2612

Outside Ontario:

TVOntario Marketing
Box 200, Station Q
Toronto M4T 2T1
(416) 484-2613

Each publication costs \$8 or \$135 for the set of 17

1. An overview of the educational system in Canada (26 pages)

Outlines the educational systems of Canada's ten provinces and two territories; their administrative structures; curricula for elementary, secondary, and post-secondary levels, and graduation requirements; teacher training and certification; and policies relating to religious and private schools.

2. Communications and information technologies in Canadian elementary and secondary schools (35 pages)

Reports on the development and use of educational radio, film, and television during the last 30 years; describes the recent introduction of computers into elementary and secondary edu-

cation, including provincial policies, classroom use of computers, software development and distribution, and teacher training.

3. Communications and information technologies in community colleges in Canada (32 pages)

Examines the use of educational technologies; faculty training and attitudes to media use; government and college policies regarding software and hardware acquisition and distribution; new curriculum offerings related to technology, and examples of college use of teleconferencing, Telidon, and videodisc.

4. Communications and information technologies in Canadian universities (32 pages)

Explores the implications of the new technologies for teaching, research, and service. Examines the universities' experiences with computer technologies and their derivatives, and considers the impact older technologies (audio, film, video) have on teaching, learning, and research.

5. Communications and information technologies and distance education in Canada (38 pages)

Outlines the uses of new technologies for delivering course material to off-campus students at universities, colleges, and institutions created especially for adult distance education. Discusses issues and possible future directions.

6. Communications and information technologies and the education of Canada's native peoples (30 pages)

Discusses the evolution of both older and newer communications technologies in native communities. Describes experiments, pilot projects, and case studies that illustrate the status of new technologies in formal and non-formal native education.

7. The provincial educational communications organizations in Canada (57 pages)

Provides descriptions of TVOntario, Société de radio-

télévision du Québec (Radio-Québec), Alberta Educational Communications Corporation (ACCESS), and Knowledge Network of the West (KNOW); their mandates, histories, organizational structures, programming, production and distribution facilities, and audience.

8. Educative activities of the Canadian Broadcasting Corporation and the National Film Board of Canada (15 pages)

Explores the past and present roles of the CBC and NFB in Canadian education with examples of the kinds of educational materials produced for school use and the technologies employed for their delivery.

9. Applications of new technologies in nonformal adult education in Canada: two examples (14 pages)

Examines the uses of new technologies in non-credit courses for adults. Describes two examples in detail: the TVOntario academies that incorporate television programs, print materials, and computer-managed correspondence in home-based learning projects; and adult basic learning centres in Toronto and Winnipeg that provide computer-based rapid upgrading in reading and arithmetic for adults.

10. Canadian cable television and education (13 pages)

Identifies some of the major

developments and activities in cable television in relation to education in Canada. Includes an overview of the cable industry and examples of educational and community channels.

11. Educational applications of videotex/Telidon in Canada (48 pages)

Defines the technology of videotex/Telidon and describes several pilot projects in different educational contexts. Reports on field trials, including sample applications, findings, and recommendations for future educational uses of Telidon.

12. Educational applications of communications satellites in Canada (28 pages)

Reviews the development of Canada's satellite communications program. Describes several pilot projects across Canada using the *Hermes*, *Anik A*, *Anik B*, and *Anik C3* satellites. Summarizes the state of the art in satellite applications and the use of satellites for distance education.

13. Educational videodisc in Canada (23 pages)

Outlines the technology of the videodisc and videodisc learning systems. Describes educational videodiscs that have been produced in Canada — their producers, objectives, contents, and costs. Considers the issues, particularly design and cost of videodisc use in education.

14. Educational teleconferencing in Canada (40 pages)

Presents a detailed overview of teleconferencing in Canada as used for instruction, tutoring, and discussion in distance education

courses. Provides information about the technologies used, their educational applications, special pilot projects, and possibilities for the future.

15. Telehealth: Telecommunications technology in health care and health education in Canada (40 pages)

Describes the evolution of telehealth in Canada. Includes detailed descriptions of programs in which communications technologies have been and are now being used for continuing medical education and consultation.

16. The high technology industry and education in Canada (30 pages)

Presents the opinions and concerns of representatives of the high-technology industry. Describes the industry's views on technology's effect on education, curriculum, and teaching; the division between education and training; and the attitudes to higher education in Canada.

17. New technologies in education in Canada: issues and concerns (25 pages)

Summarizes the status of new technologies in Canadian education. Examines the achievements to date and the problems to come. Explores the complex relationships at both the provincial and interprovincial levels, among educational decision makers, researchers, government, industry, and the public at large. This paper pulls together several major issues concerning the very nature of education and its organization, and considers an agenda for national discussion.

School boards made responsible for providing some health support services

The province's school boards and the Ministry of Health will be responsible for providing health support services to students who require such services during the school day.

The Home Care program of the Ministry of Health will provide a wide variety of health support services to students including the injection of prescribed medication, catheterization and tube feeding.

The school boards will be responsible for the administration

of oral medication to students when prescribed as essential to the child's participation in school programs and for such assistance to physically disabled students as lifting, help with mobility and feeding.

The Ministry of Community and Social Services will continue to provide health support services in children's residential care and treatment centres.

The action was taken after school board personnel, parents and representatives of local

agencies expressed concern regarding the provision of health support services to school-age children. As a result of a study of the matter the government decided that the provision of such services would be the responsibility of the school boards, the Ministry of Health and the Ministry of Community and Social Services.

Provision of the services is to begin this September with the provision of full services by September 1985.

Technion Science Fair Call for Entries

"The Technion Science Fair is a highlight in the education life of the Province of Ontario, providing a unique opportunity for the recognition of our students in the fields of applied sciences and technology. But, more than that, this Fair provides a forum for the interchange of ideas between students and leading professionals in education, industry and government in an atmosphere which stimulates creative thought and scientific achievement."

The Honourable Dr. Bette Stephenson

The Fourth Annual Technion Science Fair is now accepting applications from high school students, grades 9-13, Community College and undergraduate university students. PROJECTS in all fields of applied science and technology are eligible. Finalists display their projects February 21-24, 1985 (Thursday-Sunday) at the Ontario Science Centre, and are the highlight of the Technion Science Festival.

For application forms and further information on how teachers, schools and students can participate in the Technion Science Fair and Festival contact:

Ms Debra Eklove
Technion Science Fair
2828 Bathurst Street
Suite 603
Toronto, Ontario
M5N 1L3

Research report recommends parenting programs

Families need help to rear their children because our changing society is too complex to allow parents to fulfill their child rearing role, says a research report done for the Ministry of Education.

To help overcome this, the report suggests extensive parenting education programs starting in elementary grades and continuing through secondary school. The report, *Parenting Education for the Young: A Literature Survey*, states that throughout the world education is being called on to act as an equal partner in the enterprise of rearing children.

The report, which also deals with sex education as part of family life education programs, says that data from all over the world indicates that progressively more adolescents are sexually active at progressively younger ages, a fact that challenges the

moral standards of all cultures.

"The rising number of illegitimate births and single-parent families has become a destabilizing force in family life," the report states. Although there are

no firm research results to support the concept, it is widely regarded that education is the chief hope for halting and reversing the trend, the report concludes.

Dr. Ralph Benson to take over colleges, skills training

Dr. Ralph Benson has been appointed Assistant Deputy Minister of the Skills Development Division of the Ministry of Colleges and Universities.

The appointment was effective July 3.

Dr. Benson joined the Ministry of Colleges and Universities April 1 as Assistant Deputy Minister University and Student Affairs and will retain those duties. The structure of the two divisions will be maintained until a new organization for them is created.

Dr. Benson has had a long association with educational finance. He joined the Ministry of Education as Grants Research Officer in 1971 and later became Chief, Education Finance. In 1982 he was appointed Assistant Deputy Minister, Finance and Policy, in the Ministry of Agriculture and Food. Dr. Benson is recognized in Canada for his contributions to the field of educational finance and has lectured extensively in this area.